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ABSTRACT

Designed to assist schools in implementing developmental skills in the social studies programs for grades K-12, this guide is divided into seven sections. The first section, a literature review, cites publications on social studies skills. Section 2 gives an interdisciplinary view of shared skills in the New York state curriculum. Three skill charts in Section 3 are for developing a comprehensive skills program. Included are specific skills in getting, using, and presenting information; participating in interpersonal and group relations; problem solving; conflict resolution; decision making; self-management; decreasing egocentric, ethnocentric, and stereotypic perceptions; and developing constructive attitudes toward diversity, change, ambiguity, and conflict. Section 4 presents activities introducing or reinforcing social studies skills at particular levels. Section 5 suggests a procedure for implementing a social studies skills program and provides examples of record-keeping forms. In section 6, three assessment systems are included for checking student and program performances: a K-6 basic skill diagnostic test, an observational instrument, and a Project PASSS diagnostic system. The last section describes the monitoring of this social studies skills program. (NE)

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Incorporating Skills Into Social Studies Programs K–12

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FOREWORD

This publication is designed to assist schools in implementing the State social studies program. Skills will be important components of the curriculum found in the forthcoming State syllabuses. Designed and developed during 1978-1980, this publication grew out of increased emphasis on skills development in many local social studies programs. It was natural that those who designed and wrote the new State syllabuses would include and highlight skills. Although many skills are basic to a wide variety of subject areas, certain ones are seen as necessary if the student is to learn to function as a responsible person in society. This publication presents a system which schools can use in incorporating both the shared skills and those for which the social studies have major responsibility.

Donald H. Bragaw, chief, Bureau of Social Studies Education, identified the need for this publication. The major work of conceptualizing the approach, developing the skills continuum, and writing activities for a specific skill was done during the summer of 1978 by Lorraine Zimniewicz, formerly of Sidney Public Schools, and Michael G. Fischer, Alden Central School.

Other major sections of this publication were written by Coe Dexter, John Dority, Jacob Hotchkiss, and Kenneth Wade, associates, Bureau of Social Studies Education. Janet M. Gilbert formerly an associate, now retired, and Ann Lamkins, associate, Bureau of General Education Curriculum Development gave valuable advice to the summer writers and to the Bureau of Social Studies Education. The application of the skills continuum to problem-solving on pages 19-25 was devised by Ann Lamkins. George Gregory, associate, Bureau of General Education Curriculum Development edited the manuscript and prepared it for publication.

The preliminary draft of this publication was reviewed by 16 social studies teachers and supervisors. Their suggestions and perceptive comments resulted in reorganization of, and a strengthening of, the manuscript. The Bureau of Social Studies Education expresses its appreciation to the following for their cooperation: Frank Alessi, Johnson City Central Schools; Edward Barkley, Rochester City School District;

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Phyllis Black, deceased, formerly of the Niskayuna Central Schools, provided excellent guidance to the writers and Bureau staff. Ms. Black's contributions in the area of problem-solving in social studies have served as models in several school districts.

Mr. Bragaw worked with the summer writers and staff, made substantive reviews of all drafts, and provided inspirational guidance throughout the entire project. John F. Dority of the Bureau of Social Studies Education had general charge of the project and developed the final draft of the manuscript.

This publication supports the New York State Plan for Basic Skills and was made possible in part through ESEA Title II Basic Skills Improvement Program funds.

PREFACE

During the 1970's, the Bureau of Social Studies Education received many requests from school principals and teachers for assistance in developing program guidelines that would ensure the inclusion of skills in the social studies curriculum. This is not to say that skills have not been taught, but in some cases they have not been part of a systematic and developmental instructional program. In response to such requests, members of the Bureau worked with a number of schools in developing various procedures and processes for making skills a vital component of social studies. As a result of these efforts, several schools developed their own skills continuums and shared their products with other school districts. In addition to its consultative services to individual school districts, the Bureau conducted several regional and statewide conferences and workshops on the role of skills in the social studies program.

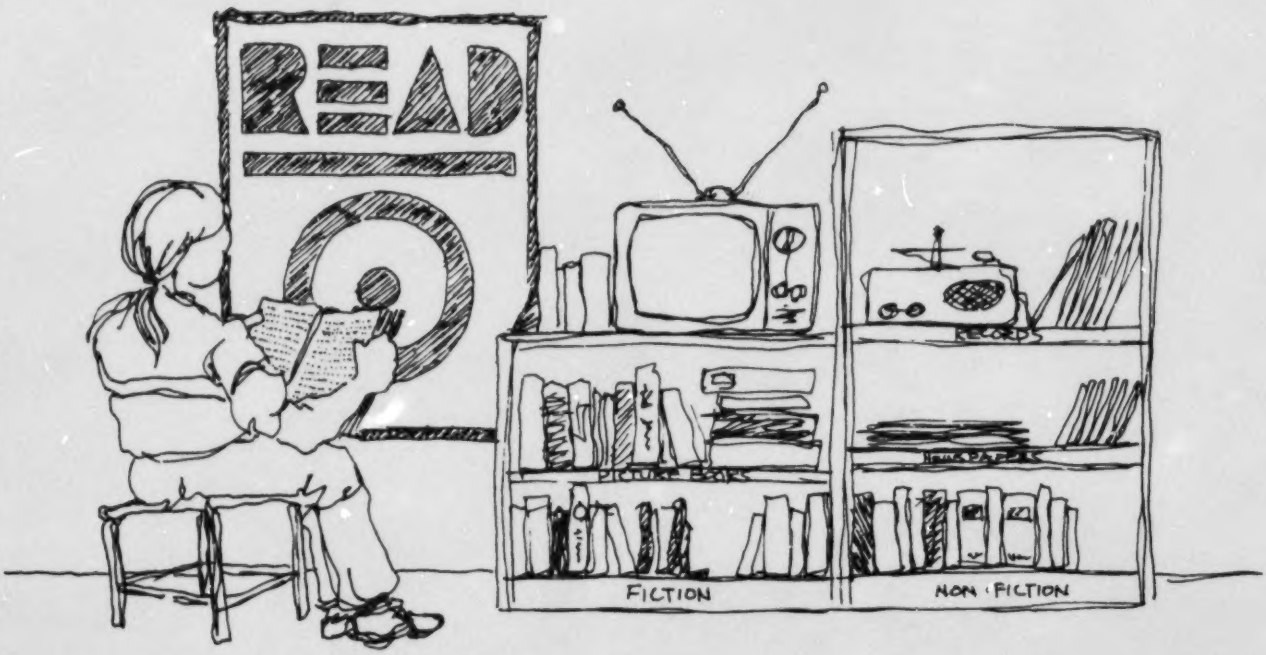
In an effort to assist teachers in planning modules and lessons on the teaching of skills, the Bureau produced a Manual of Exercises for Developing Social Studies Skills. This booklet, published in 1974, includes a model for investigating visual devices and several exercises for developing the skill of reading cartoons. Subsequently, the Bureau published a second guide which contains the model from the 1974 Manual and various exercises on the skills of reading pictures and graphic materials.

In contrast with the booklets mentioned above, this publication treats skills in a sequential and developmental way. The skills charts are in no way definitive but may be used as frameworks for developing a comprehensive skills program by individual schools and school districts.

Any curricular interest such as skills has its genesis in the concerns of society. Today various constituencies in our democracy have reemphasized that "education for public responsibility" is a major goal of the schools. Although there are many components to educating a young person for public responsibility, an individual should have a definite and interrelated set of skills. Gathering adequate available data and using such information are base line skills that a person needs to act in a way that would not be antithetical to a democratic society.

It is also recognized that the mere acquisition of such skills does not assure democratic behavior because the individual must internalize or

personalize such skills in the context of how such abilities may be used in an open society such as we have in the United States. However, even if the individual has those skills and has personalized them, the person must be able to manage himself or herself in a positive way. Therefore, self-management skills are basic to the exercise of public responsibility. Simply stated, a person who understands himself/herself is the kind of human being who can behave in a productive mode and exercise public responsibility in a democratic way.



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BACKGROUND INFORMATION

Many publications on social studies skills draw heavily on the 33rd Yearbook of the National Council for the Social Studies, Skill Development in Social Studies, edited by Helen McCracken Carpenter (1963). This seminal work by twenty contributors continues to be used by a considerable number of social studies educators mainly because of its utilitarian nature.

John Jarolimek's chapter on the psychology of skill development contains a practical categorization of skills: work-study skills such as reading, outlining and map reading; thinking skills such as critical thinking and problem-solving; group process skills such as those involved in participating in group undertakings; social living skills such as cooperating with others. Such categories are apparent in the variety of skills projects that have emerged.

Although there is no consensus as to just what constitutes basic skills, the 33rd Yearbook's chapters on reading, writing, speaking, and listening deal with areas that can be readily accepted as "basics." The Yearbook also lists skills that are a major responsibility of the social studies teacher but also shared with other teachers. Educators today argue that skills such as critical thinking, locating, and gathering information, and organizing and evaluating information are all components of a problem-solving process and are also basic. They also maintain that social studies teachers have a major responsibility for teaching such skills. Perhaps the most basic skill discussed in the 33rd Yearbook is developing competence in group participation and human relations. The chapters on developing a sense of place and space, developing a sense of time and chronology, and interpreting materials presented in graphic form describe skills that social studies teachers have accepted as their major responsibility. These distinctions and categorizations are neatly summarized in chart form in the Appendix of the 33rd Yearbook. This chart has proven helpful to school districts because it suggests the grade level or levels where each specific skill may be introduced, developed, and maintained.

It is only in retrospect that the 33rd Yearbook can be criticized. It reflected the curriculum of the 1950's which emphasized the development of

skills for the main purpose of helping students acquire and retain social science information and content. Recognition was given to problem-solving and critical-thinking skills, but they were not looked upon as major goals of a social studies program. In the 1950's, social studies was still a content-fact centered area of study.

In the Preface of Teaching Social Studies Skills, June R. Chapin and Richard Gross (1973) make the suggestion that a social studies program should focus on helping students acquire the essential, functional, and socio-economic competencies that characterize the individual in a free society. Chapin and Gross mention that 80 percent of the facts learned in the usual content-oriented classroom are forgotten within a few weeks. Obviously, such an emphasis on instruction is inefficient. Therefore, a social studies program should focus on the development of various skills and sub-skills which students will retain and use in gathering and processing data in the future. Chapin and Gross suggest a "revolution" in social studies instruction, a change from the teaching of facts for the sole purpose of acquiring facts to a teaching of skills that will enable students to gather, interpret, and analyze data. This emphasis has elements of the skill of problem-solving as listed in the 33rd Yearbook. The difference is that problem-solving becomes a major goal of a social studies program in contrast with the 33rd Yearbook's position which presents problem-solving as a skill needed for helping students master social studies content.

In addition to the major change suggested in the Preface, Teaching Social Studies Skills is an excellent handbook that contains up-to-date references at the end of each chapter; some good checklists, charts, and diagrams; lists of practical suggestions for teaching specific skills; and excellent footnotes. The individual chapters on the skills of reading, listening and speaking, viewing, written language, and time-space orientation attempt to define the skill, describe curriculum materials appropriate for developing it, and give hints for managing and conducting a program that will develop the skill.

The authors recognize the importance of reading in social studies and that reading materials constitute the essential element in most traditional and "new social studies" programs. They provide some insights into the

"reading problem." Chapin and Gross point out that often reading deficiences are not corrected before students reach junior high school. Furthermore, reading scores often decline in junior high school because of a lack of systematic instruction. The authors go on to say "every social studies teacher cannot be a reading specialist, but he or she should help students surmount typical problems of reading social studies materials."[1] Perhaps the authors' statement on the impact of stressing reading in social studies was prophetic: "Unless a subject (including social studies) contributes to reading improvement, it will not be regarded as a priority area when staff, funds, and other resources are allocated."[2]

With the exception of the chapter on viewing skills, the other chapters in Chapin and Gross are fairly good updates of chapters in the Yearbook. The section on viewing skills is a disappointment. It fails to suggest any kind of a systematic process for examining visual materials, or to establish a realistic base for visual literacy in social studies materials.

Reflecting the various curriculum projects of the 1960's, Chapin and Gross devote four chapters to the inquiry process: emphasis on structure and inquiry, specific inquiry skills (initial phases), specific inquiry skills (data collection, data analysis, and hypothesis testing), and different formats of inquiry (case studies, games, and role playing). Teachers who use the inquiry method will find these chapters useful. The inquiry approach changes the role of teacher and student. The teacher is no longer the oracle of knowledge but is the manager who provides students with the opportunity to become involved directly in the learning process by collecting, examining, analyzing, and synthesizing raw data in any form and then extrapolating from such a procedure. When a person uses skills and sub-skills in a comprehensive and systematic way, such a procedure may be labeled a "process." Perhaps the 1960's national curriculum projects' emphasis on inquiry meant the beginning of a process approach and a process goal for social studies instruction. Such a process does not merely consist of collecting pieces of information in isolation but seeing the inter-relationships of such "bits" of data in a holistic way.

In 1977, the Social Science Education Consortium (Boulder, Colorado) published Skill Development in Elementary Social Studies: A New Perspective. The authors, Barbara J. Winston and Charlotte C. Anderson, do not

deny the need or importance of teaching such basic skills as reading, writing, and computing. However, the authors argue that there are even more basic skills needed to survive in today's world — skills in acquiring and processing information and in what they term "self-management." Information-acquisition skills are similar to the study skills of the 33rd Yearbook including such categories as using direct observation, questions, and prepared sources. The skills of processing acquired information are essentially cognitive in nature including such intellectual abilities as comparing, inferring, hypothesizing, imagining, and evaluating. Such skills are similar to those identified as problem-solving in the 33rd Yearbook and the inquiry-oriented skills discussed by Chapin and Gross. Winston and Anderson bring to the social studies a skills-process orientation.

It is in the third category, "self-management skills," that Winston and Anderson have masterfully analyzed available data, and put together skills that have been described as citizenship, social skills, or basic competencies for democratic citizenship. The authors' injunction is: "By giving concerted attention to fostering these self-management skills, schools will be fulfilling their mandate to promote the development of good citizens."[3] Such an array of skills are stated in terms of student behavior, which is true of the skills identified under the other two categories (information-acquisition and information-processing). Most of the "self-management" skills are affective goals of social studies: decreasing egocentric perception, decreasing ethnocentric perceptions, decreasing stereotypic perceptions, increasing the ability to empathize, developing constructive attitudes toward diversity, developing constructive attitudes toward change, developing constructive attitudes toward ambiguity, and developing constructive attitudes toward conflict. Although these general categories may seem abstract, the learning objectives for each are easily understandable. For example, the objectives listed under "developing constructive attitudes toward conflict" are:

1. Students will demonstrate a growing capacity to perceive that conflict is inevitable and natural.
2. Students will evidence a growing ability to perceive conflict as potentially manageable and to identify and use alternative methods of managing conflict.

3. Students will become more adept at recognizing the moral complexity inherent in any conflict situation.

The 33rd Yearbook, the book by Chapin and Gross, and the volume by Winston and Anderson provide valid data for the position that social studies has evolved from a skill-by-skill approach of the 1950's into a comprehensive, developmental, skill-process program in the 1980's. It should be noted that even though such a program is process-oriented, it does not preclude affective goals such as the self-management skills identified by Winston and Anderson.

In an article entitled, "Teaching Basics in Social Studies," Social Education, February, 1977, Barry K. Beyer states that the "back to basics" educational movement is a reality and "like it or not, social studies teachers are very much involved in it — as targets if nothing else!"[4] Beyer goes on to say that social studies teachers have to determine which basics should be emphasized and determine how they can teach these basics and at the same time continue to teach everything else they are required to teach. Beyer refers to the work of reading specialist, Harold Herber, who argues that too many content teachers assume their students already possess the reading, writing, and thinking skills necessary to complete assigned learning activities. Consequently, content teachers assume poor student performance is a result of inadequate content knowledge when the real cause may be one of inadequate mastery of basic skills needed to learn that content. In short, students often fail a social studies test because they cannot read the questions and/or cannot write answers to essay questions.

Beyer suggests that teachers must provide explicit assistance and guidance to students in how to use specific skills. He suggests a strategy that includes the following steps: (1) read about, tell about, or show the skill; (2) explain the steps involved in using the skill; (3) demonstrate the skill; (4) practice the skill numerous times on a variety of data or examples; (5) reflect on and summarize the skill and its components.

Beyer goes on to say that the teaching of the skills of reading, writing, and thinking can be taught in social studies classes and not at

the expense of social studies. Becoming proficient in the basic skills contributes toward the student's grasp of social studies concepts. It is not an "either-or" situation.

Several states, partly as a result of the basic competency testing programs mandated by their legislatures, have developed various publications on skills; some states have prepared and administered basic competency tests before developing appropriate curricular material. As it is beyond the scope of this publication, we shall not attempt to summarize activities in all the states involved in the "back-to-basics" movement. On the other hand, we would like to describe publications in the area of social studies skills by Wisconsin, Indiana, and Texas. These are just illustrations as there are numerous other states that have produced similar materials.

The Wisconsin Department of Public Instruction published Skill Development in the K-6 Social Studies Program. This manual is an excellent handbook for teachers as it not only identifies certain skills but it also contains suggested activities for developing each skill at a particular grade level. Over two-thirds of the booklet deals with map and globe skills with the rest of the manuscript covering skills of critical thinking, time and spatial relationships, interpretation and construction of tables and graphs, inter-personal relations, and group participation. Also included is a section on helping teachers develop question skills.

In 1978, the Texas Education Agency in Austin, Texas, published a 27-page document entitled, Geographic Skills in the Social Studies, Grades K-6. The Foreword states that this booklet is "designed to assist curriculum planners, teachers, and teacher educators at the elementary level in developing curriculum for the social studies which include geographic strands essential for students' development." The skills are presented in three grade "blocks": K-2, 3-4, and 5-6. Within each block, there are three levels of sequencing with the assumption that the student must move from one level to the next.

The Indiana Department of Public Instruction published a comprehensive loose-leaf manual, Social Studies: A Guide for Curriculum Development. It contains some excellent, scholarly sections on a rationale for a program, concepts, and evaluation. Of particular interest is the "K-7 Skills"

section which identifies problem-solving skills and lists the following as those skills needed to solve problems successfully: inquiry, location, value, social participation, and study. The listing presents a general approach to the skill of problem-solving.

In citing each of the above publications, we have attempted to indicate that concern about social studies skills, or the absence of such, is not only an immediate concern of New York State schools, but also of other states.

A CROSS-SUBJECT VIEW OF SOCIAL STUDIES SKILLS

This publication, while concentrating on social studies skills, cannot overlook the many points of intersection and the many applications of a number of highly important skills. An examination of New York State curriculum materials for English language arts, mathematics, and science reveals much in the way of shared skills.

The English language arts curriculum is presently organized into a series of K-12 strands, each with a substantial skills component. For example, the reading strand stresses not only comprehension skills, but also those of critical and interpretive reading. Work study skills are also spotlighted. The composition and listening and speaking strands emphasize the skills of organizing and developing conclusions. In addition, the listening and speaking strand deals with aural comprehension, as differentiated from the comprehension of the printed or written word. Certainly, listening is a skill as vital as any other. The language strand stresses grammar and usage, which affects all subjects. This strand also highlights graphic interpretation in terms of depiction of the development of languages. In the literature strand, skills of establishing relationships and applications come into play with literary works based on themes — drama, poetry, essays, non-fiction, and historical and sociological novels, many of which deal with social studies subject .

The mathematics curriculum materials at all grade and ability levels give considerable attention to the collection, measurement, and analysis of quantitative data and the development of skills of inferring. Understanding the use of ratio, proportion, and percentage as well as other statistical devices help immeasurably in analyzing social studies graphs and charts. Consumer mathematics develops skills that are clearly social studies as well as mathematics. The skills of logical reasoning, both inductive and deductive, have broad applications in both areas.

The method used by physical and natural scientists (the systematic pursuit of knowledge through the recognition of a problem, the collection of data through observation and experimentation, and the testing of hypotheses) is very similar, if not identical, to that used by social scientists. Whether a social studies teacher calls it problem-solving or critical-thinking, a basic purpose of instruction is to develop individuals

who can think critically and constructively in such a way as to contribute toward a greater rational process in the solving of personal problems and conflicts, and a greater understanding of, if not direct involvement in, the solution(s) to societal problems.

SKILLS CHARTS

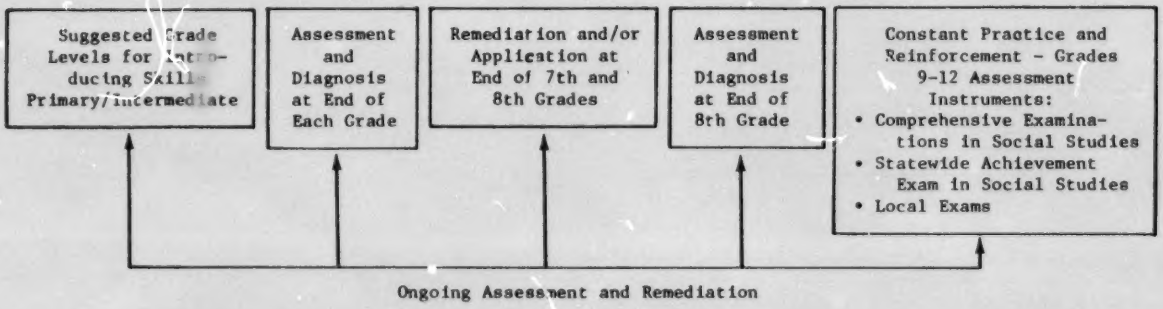
Social studies skills are not taught in a vacuum; they should not be taught in isolation. To give them applicability they must be introduced, reinforced, and extended within the framework of a particular content matter or conceptual framework.

In dealing with specific content at a particular grade level, a teacher must link together all the information in some meaningful way to allow students to acquire true understanding. Teachers at each succeeding grade level can expect to build on previously learned skills and conceptual understandings and must accept responsibility for reinforcing and extending such skills and concepts.

Just as the student who lacks social studies understandings cannot generalize using new data and in new situations, a student who lacks a basis in social studies skills cannot be expected to reach higher levels of skill application and thus continue the process of learning independently. The teaching of social studies skills needs to be built into every classroom activity including spontaneous situations, planned lessons, and evaluation devices.

At the end of the primary, intermediate and/or eighth grade level, an assessment of pupil strengths and weaknesses should be conducted, recorded, and forwarded to the next school or grade level that the pupil will attend. A suggested prescription for remediating should also be sent. Remediation may occur in separate classes or within individual classrooms. The major purpose, obviously, of remediation is to help the pupil become proficient in the skills.

The chart below attempts to conceptualize an approach to teaching social studies skills.


Suggested Grade Levels for Introducing Skills Primary/Intermediate
Assessment and Diagnosis at End of Each Grade
Remediation and/or Application at End of 7th and 8th Grades
Assessment and Diagnosis at End of 8th Grade
Constant Practice and Reinforcement - Grades 9-12 Assessment Instruments:
• Comprehensive Examinations in Social Studies
• Statewide Achievement Exam in Social Studies
• Local Exams
Ongoing Assessment and Remediation

The skills charts that follow are meant to be dynamic and adaptable to local programs in social studies. In Chart A, the vertical columns, labelled primary and intermediate, do not indicate where a skill should be introduced. This task is the local school's responsibility. Schools may prefer to identify a specific grade level for introduction of the skill, but the important point is that such a skill, after being introduced, should be taught at each succeeding grade level in varying degrees of sophistication. It is also recognized that children are introduced to many skills before they begin formal schooling. Nevertheless, Chart A may be used by schools as a point of reference for instituting an articulated skills program.

Chart A: Skills

SKILLS	Introducing and Using Skills		Remediating and Applying	
	Primary	Intermediate	Grades 7-8	Grades 7-12
I. GETTING INFORMATION Performance objective: By the end of the 6th grade, or equivalent, the student shall be able to: identify a variety of sources of information • multiple sources of the same types of information • varying approaches, viewpoints, interpretations • reference works, newspapers, magazines, primary and secondary sources • tables, graphs, charts, diagrams • maps, globes, atlases, vocabulary • visuals, fieldtrips, artifacts • listening • observing recognize advantages and limitations of various sources locate sources of print and nonprint information • libraries (card catalogs, indices, library guides such as Readers' Guide to Periodical Literature • tables of contents, appendices, glossaries, bibliographies, and indices				

SKILLS	Introducing and Using Skills		Remediating and Applying	
	Primary	Intermediate	Grades 7-8	Grades 7-12
• museums, galleries, public and private collections, motion pictures, television, radio, recordings, conversations, interviews				
identify the types and kinds of information needed				
• recognition of information that is relevant as differentiated from information that is irrelevant • use of subquestions and/or predicted consequences • understanding of purposes for which information is to be used				
locate information in print and nonprint sources				
• main elements • main ideas • supportive elements				
organize collected information				
• orderly, precise summarized notes • cited sources				
II. USING INFORMATION				
Performance objective: By the end of the 6th grade, or equivalent, the student shall be able to:				
classify and/or categorize data by				
• selecting appropriate headings for data				

SKILLS	Introducing and Using Skills		Remediating and Applying	
	Primary	Inter-mediate	Grades 7-8	Grades 7-12
• distinguishing between relevant and irrelevant information and events • placing ideas in order, chronological and other • developing tables, charts, maps, and graphs to clarify data and ideas • identifying differences and similarities in data				
evaluate data by • differentiating fact from opinion • identifying frames of reference • identifying value-laden words • detecting evidence of propaganda • evaluating author's or person's qualifications				
draw inferences from data by • identifying relationships among the parts • detecting inconsistencies • weighing conflicting facts and statements				
check on completeness of data and question hypotheses based on sufficiency of evidence by • using simple mathematical and statistical devices to analyze data • testing, refining, and eliminating hypotheses and working out new ones where necessary • drawing conclusions				

SKILLS	Introducing and Using Skills		Remediating and Applying	
	Primary	Intermediate	Grades 7-8	Grades 7-12
generalize from data by • applying previously learned concepts and generalizations to the data or situation • checking reasoning against basic principles of logic and looking for inconsistencies, limitations of data, and irrelevancies • creating a broad statement which encompasses findings				
scrutinize possible consequences of alternative courses of action by evaluating them in light of basic values, listing arguments for and against such proposals, and selecting courses of action most likely to achieve goals				
revise generalizations in the light of new data				
III. PRESENTING INFORMATION				
Performance objective: By the end of the 6th grade, or equivalent, the student shall be able to:				
speak in an effective way by • spending sufficient time in planning and preparing, whether it be for an individual oral report or as a member of a panel, debate, forum, etc. • talking in complete sentences • keeping to the topic				

SKILLS	Introducing and Using Skills		Remediating and Applying	
	Primary	Intermediate	Grades 7-8	Grades 7-12
• using appropriate visuals • learning and developing the skills of being a discussion leader or participant				
use media and various visuals for communicating ideas by				
• previewing such media and visuals • preparing appropriate commentary • using a variety of media forms: films, filmstrips, photographic essays, etc. • constructing and using appropriate tables, charts, graphs, cartoons, etc.				
write in an expository way by				
• thinking logically • communicating ideas coherently • forming generalizations based on appropriate data • supporting such generalizations through the use of relevant factual information • using different forms of written exposition: investigative, informative, interpretive, argumentative • following an acceptable format that includes an introductory element, a body containing the basis of the exposition, a conclusion				
recognize and use nonverbal means of communication by				

SKILLS	Introducing and Using Skills		Remediating and Applying	
	Primary	Intermediate	Grades 7-8	Grades 7-12
• understanding the variety of kinds of nonverbal communication: gestures, touching, eye language, handling of body trunk, etc.				
• appreciating that the amount and kind of nonverbal communication varies from culture to culture				
IV. PARTICIPATING IN INTERPERSONAL AND GROUP RELATIONS				
Performance objective: By the end of the 6th grade, or equivalent, the student shall be able to:				
incorporate a set of positive learning attitudes by				
• recognizing that others may have a different point of view				
• observing the action of others				
• being attentive to situational as well as personal causes of conflict				
• listening to reason				
• recognizing and avoiding stereotypes				
• withholding judgment until the facts are known				
• objectively assessing the reactions of other people to one's own behavior				
participate in group planning and discussion by				
• following democratic procedures in helping to make group decisions				
• initiating ideas				

SKILLS	Introducing and Using Skills		Remediating and Applying	
	Primary	Intermediate	Grades 7-8	Grades 7-12
• giving constructive criticism • suggesting means of group evaluation • suggesting ways of resolving group differences • anticipating consequences of group action				
assume responsibility for carrying out tasks • individual • group				
be alert to incongruities and recognize problems				
define basic issues by • defining terms • identifying basic assumption • identifying value conflicts				
set up hypotheses and/or alternative courses of action				

Chart B: Problem-Finding/Solving Skills

Developing skills in dealing with conflicts, incongruities, and problems facing individuals and societies has been recognized for a number of years as a major skills area. As mentioned earlier, the 33rd Yearbook of the National Council for the Social Studies included the processes of problem-solving and critical thinking.

By learning to resolve problems in a classroom or a school setting, students are given practice in approaching problem tasks in a rational manner. It is hoped that by making this practice a continuing one, K-12, the process can be transferred by the students to their outside encounters. Pupils need practice in rational approaches to working out conflicts and problems. The steps in this process generally consist of having students:

1. define or identify a problem
2. hypothesize and investigate data
3. make a decision based upon step #2
4. recognize value conflicts
5. redefine the decision in attempting to accommodate any conflicts in values.

Students should be helped to realize that while one problem may be resolved by taking one action or another, the solution may well raise new problems. This realization should encourage students to weigh alternative solutions carefully.

Each person or group determines which solution to apply by a combination of rational thinking and subjective judgments which may be intuitive, value-laden, or emotional. The process of problem-solving is developmental in nature; the solution of a problem or the changing of the decision gives the student the skills needed to approach another problem. If we conceptualize the basic steps in problem-solving, we can see how attempting to solve one problem will provide the student with the experiences and skills needed to solve another problem.

Chart B applies the skills found in Chart A in an attempt to specifically apply that material to social studies content: problem-

solving, conflict resolving, and decision-making. The format is that of objectives which when followed would enable students to proceed through the process. People do not necessarily proceed step-by-step through the process, but may omit steps because of previous knowledge or intuitive reaction. Students without these advantages for whatever the reason should be given many opportunities for application and practice.

Each of the steps in this process, as in the continuum, can be assessed, taught/learned, practiced, and used outside the problem context. But the student learns best when the skill is learned and practiced in the context of real or vicarious experiences requiring resolution of some kind.

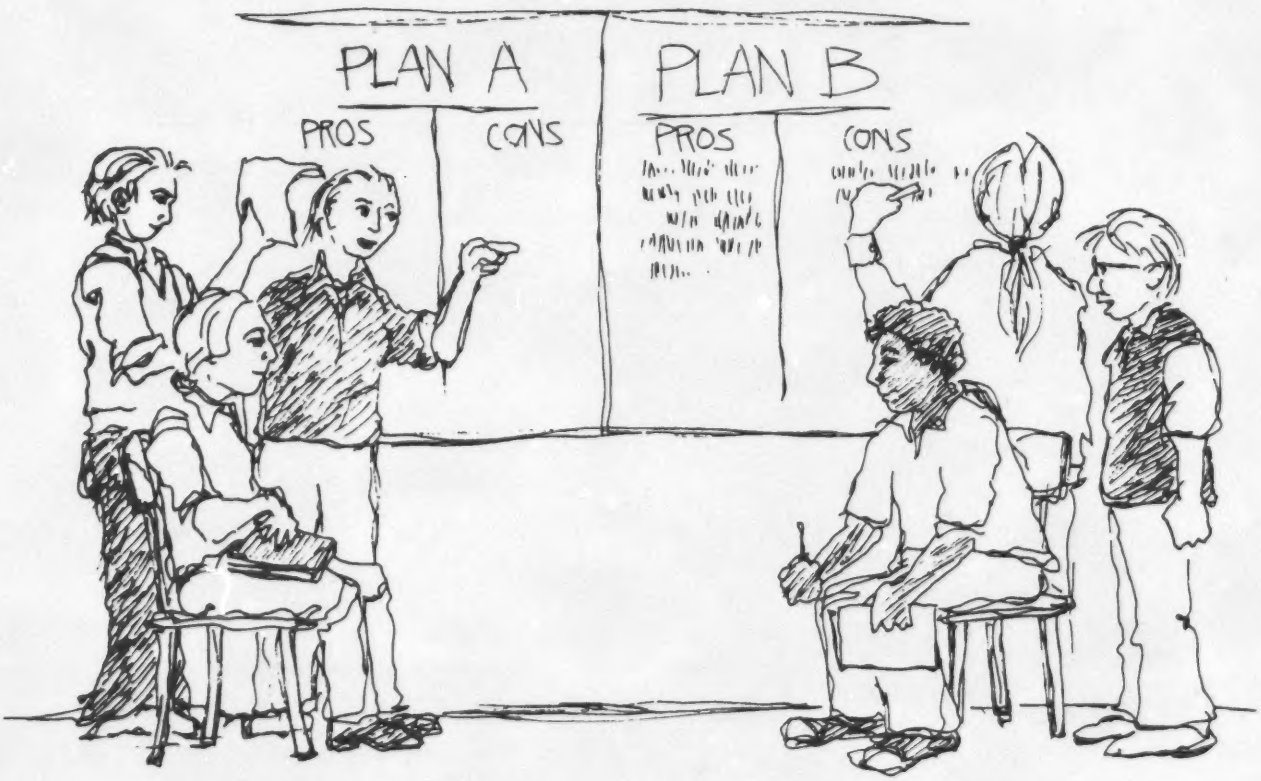


Chart B

Objective 1: The student will be able to find problems.

The student will:

- raise questions related to a problem
  - question beyond the who, what, when, where and include the how and why
  - generate ideas and questions which show originality, flexibility, and inventiveness
- recognize that a problem exists
  - identify several aspects of a problem area
  - identify gaps or missing links in the events and ideas
  - recognize conflicts in data
  - point out relationships between conceptual areas not usually related
- use higher level thinking skills of comprehension, analysis, synthesis, and evaluation
  - establish a network of related facts and concepts
  - organize and bring structure to ideas, events, and things
  - reach some tentative conclusions or hypotheses
  - define basic issues, terms, assumptions, value conflicts

Objective II: The student will be able to solve problems which are either presented by the teacher or which are identified by the student.

The student will:

- write a sentence or paragraph which states the problem
  - include a clear identification of the problem
- write a series of questions using stems which indicate increasing levels of complexity, for use as a guide for problem-solving
- develop a plan for problem-solving
  - include use of time, location, and date of completion
  - include appropriate age level, the objective, and available resources
  - include alternative courses of action
  - assume responsibility for carrying out individual and group tasks

- obtain information from a variety of sources by
  - using libraries (card catalogs, indices, library guides such as Reader's Guide to Periodical Literature)
  - using reference works, newspapers, magazines, primary and secondary sources
  - using tables of contents, appendices, glossaries, bibliographies, and indices
  - identifying main ideas and supportive elements
  - using maps, globes, atlases, visuals, field trips, artifacts, tables, graphs, charts, diagrams, people, museums, galleries, public and private collections, motion pictures, television, radio, recordings, conversations, and interviews
- evaluate the sources of information by
  - using multiple sources of the same types of information
  - varying approaches, viewpoints, interpretations
  - checking on completeness of data
  - recognizing advantages and limitations of various sources
  - testing, refining, and eliminating questions and working out new ones where necessary
  - understanding purposes for which information was provided
  - differentiating fact from opinion
  - identifying frames of reference and value-laden words
  - detecting evidence of propaganda
  - evaluating author's or person's qualifications
  - recognizing information likely to be relevant as differentiated from information likely to be irrelevant
- organize and use data by
  - categorizing data
  - selecting appropriate headings for data
  - distinguishing between relevant and irrelevant information and events
  - placing ideas in order, chronological and other
  - developing tables, charts, maps, and graphs to clarify data and ideas
  - identifying differences and similarities in data
  - drawing inferences from data

- seeing relationships among the parts
- recognizing inconsistencies
- identifying conflicting views and statements
- checking on completeness of data and questioning hypotheses based on sufficiency of evidence
- using simple mathematical and statistical devices to analyze data
- drawing conclusions
- generalizing from data
- drawing on previously learned concepts and generalizations
- checking reasoning against basic principles of logic and looking for inconsistencies, limitations of data, and irrelevancies
- scrutinizing possible consequences of alternative courses of action, by evaluating them in light of basic values, listing arguments for and against such proposals, and selecting courses of action most likely to achieve goals.

• when necessary, redefine the original problem or identify "new" problems by
  - arranging and recombining data to create new structures for looking at the problem
  - thinking of new ways to use old or standard ideas and things
  - thinking of novel, unique, or unusual possibilities
  - thinking of different kinds of possibilities by manipulating, adapting, and modifying ideas
  - embellishing the possibilities

• develop a product or conclusion which summarizes the information and can be shared
  - orally
    mini-lecture or debate
    tapes of interviews or discussions
    records
  - visually
    chalkboard
    maps, diagrams, charts
    photographs, collages
    models

- by demonstration
- in writing

report	letter
article	poem
mock diary	story
	drama

Objective III: The student will be able to work with others engaged in problem-finding/solving skills.

The student will:

- participate in group planning and discussion by
  - following democratic procedures in helping to make group decisions
  - initiating ideas
  - giving constructive criticism
  - suggesting means of group evaluation
  - suggesting ways of resolving group differences
- incorporate a set of positive learning attitudes by
  - recognizing that others may have a different point of view
  - observing the actions of others
  - being attentive to situational as well as personal causes of conflict
  - listening to reason
  - recognizing and avoiding stereotypes
  - withholding judgment until the facts are known
  - assessing the reactions of other people to one's own behavior
- recognize and use nonverbal means of communication by
  - understanding the variety of kinds of nonverbal communication; gestures, touching, eye language, handling of body trunk, etc.
  - appreciating that the amount and kind of nonverbal communications varies from culture to culture.

Objective IV: The student will be able to communicate orally, visually, and/or in writing the results of the problem-finding/solving effort.

The student will:

- speak in an effective way by
  - spending sufficient time in planning and preparing whether it be

for an individual oral report or as a member of a panel, debate, forum, etc.

- talking in complete sentences
- keeping to the topic
- using appropriate visuals/gestures, etc.
- learning and developing the skills of being a discussion leader or participant

• use media and various visuals for communicating ideas by

- previewing such media and visuals
- preparing appropriate commentary
- using a variety of media forms: films, filmstrips, photographic essays, etc.
- constructing and using appropriate tables, charts, graphs, cartoons, etc.

• use different forms of written expression: investigative/informative, interpretive, argumentative, narrative, and descriptive by

- following an acceptable format that includes an introductory element, a body containing the basis of the work, and a conclusion
- thinking creatively
- thinking logically
- communicating ideas coherently
- forming generalizations based on appropriate data
- supporting such generalizations through the use of relevant factual information.

Chart C: Self-Management Skills[5]

Chart C lists various self-management skills that schools might incorporate into their K-12 sequence of skills.

Decreasing Egocentric Perceptions

1. Students will evidence a growing capacity to recognize the existence of perspective and to project themselves into alternate perspectives.

2. Students will evidence a growing capacity to accept alternative perspectives as being legitimate explanations of the differing perceptions of others.

3. Students will evidence a growing capacity to consider and act in response to the interests and welfare of others.

Decreasing Ethnocentric Perceptions

1. Students will demonstrate a growing capacity to make and prefer statements about their own groups that do not imply a standard by which all other groups are judged.

2. Students will evidence a growing capacity to make and prefer statements about other groups which do not use their own groups as a standard.

3. Students will show a growing ability to consider and act in response to the interests and welfare of other groups in addition to their own group.

Decreasing Stereotypic Perceptions

1. Students will evidence a growing capacity to use and prefer qualifying statements that restrict the scope of the characteristics of phenomena.

2. Students will evidence a growing capacity to use and prefer tentative characterizations of perceived phenomena, thus indicating their awareness that both the state of the phenomena and the viewer's perception of it are subject to change.

Increasing the Ability to Empathize

1. Students will demonstrate a growing capacity to describe accurately the thoughts and feelings of others.

2. Students will evidence a growing ability to avoid pejorative explanations of behaviors different from their own.

3. Students will evidence a growing capacity to explain why they might think, feel, or get to be like another, were they in the other's social and situational setting.

Developing Constructive Attitudes Toward Diversity

1. Students will demonstrate a growing capacity to accept diversity as inevitable and natural.

2. Students will evidence a growing capacity to respond to diversity by defending or promoting desirable differences and condemning or reducing undesirable differences.

3. Students will show a growing ability to recognize the moral complexity inherent in diversity and to seek humane solutions for such moral dilemmas.

Developing Constructive Attitudes Toward Change

1. Students will demonstrate a growing capacity to perceive change as inevitable and natural.

2. Students will evidence a growing capacity to defend and promote desirable change and condemn or impede undesirable change.

3. Students will evidence a growing capacity to recognize the ramification of change.

4. Students will show a growing ability to recognize the moral complexity inherent in change and to seek humane solutions for such moral dilemmas.

Developing Constructive Attitudes Toward Ambiguity

1. Students will evidence a growing capacity to perceive ambiguity as natural and inevitable.

2. Students will develop a growing capacity to tolerate ambiguity.

Developing Constructive Attitudes Toward Conflict

1. Students will demonstrate a growing capacity to perceive that conflict is inevitable and natural.

2. Students will evidence a growing ability to perceive conflict as potentially manageable and to identify and use alternative methods of managing conflict.

3. Students will become more adept at recognizing the moral complexity inherent in any conflict situation.

ACTIVITIES FOR INTRODUCING SPECIFIC SKILLS AT SELECTED GRADE LEVELS

The following pages describe activities and strategies for introducing and/or reinforcing social studies skills at a particular level. Although each activity is designed to emphasize a specific skill, it is recognized that students will sharpen or practice other skills, as skills are interrelated and complex in nature. Some activities include suggested questions which are not necessarily intended to be sequential in nature. Each student learns in a different way; therefore, it is impossible to write questions that are universally sequential.

Skill (Chart A)	Suggested Grade Level Introduction	Activity
Identify a variety of sources of information. (I, p. 12)	Primary (K-3)	(The major thrust of these activities is to help students identify and use different sources of information, including themselves and print/nonprint sources.) 1. Have students: • describe their own family or families of friends or neighbors. Teacher should put this information on a chart or chalkboard. • Using data presented, students might attempt to form a general statement about families. 2. Teacher could show visuals and have students study each visual. Visuals such as the following may be presented: • pictures showing a couple, a nuclear family (mother, father, son, daughter), an extended family (mother, father, grandparents, children, other relatives), two children, one adult, or other family arrangements. • After studying such visuals, the students as a group and with

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Skill (Chart A)	Suggested Grade Level Introduction	Activity
		the help of the teacher might write a short paragraph about different kinds of families. 3. Teacher could have students ask older family members (grandparents) or friends and neighbors what their families were like in the past. Teacher should help students to identify reasons why families may have been different in the past. 4. Teacher could read or tell several stories about single parent homes. Teacher should direct discussion so that students may extend their earlier understandings of a family.
Testing, refining, and eliminating hypotheses and working out new ones where necessary (II, p. 14)	Primary (K-3)	A Case Study 1. Present students with an imaginary situation: "Your first grade class takes a winter nature walk to find winter homes of animals. It has been snowing heavily throughout the day. Shortly before going home, a snow slide has blocked the only road. Because of the storm, rescue parties cannot come until morning. It is late in the afternoon." 2. Ask students as a group what could they possibly do? Direct discussion toward survival and how survival tasks might be organized and carried out. Summarize the situation and outcomes of discussion. 3. Add the following new information. (This should increase anxiety factors.) The class has one bag of cookies which were to be shared on the way back to school. There are not enough cookies to go around.

Skill (Chart A)	Suggested Grade Level Introduction	Activity
		The temperature is dropping quickly and it looks like the storm will continue for the entire night. 4. Add the following new information: While everyone was working half of the cookies disappeared. Ask: How should we deal with this problem? The teacher should direct the discussion toward recognition that operational rules and laws are necessary. The teacher should also ask students why they change their minds about what to do? When is it all right to change the rules?
Generalize from data - applying previously learned concepts and generalizations to the data or situation - creating a broad statement which encompasses findings (II, p. 15)	Primary (K-3)	1. Read the statement: "A community is a group of people with common interests." Ask the following questions: How many of you have lived here all of your lives? Were you the first? Who were the first people to live in this community? Native Americans? Are we Native Americans? How did we get here? Are you now an immigrant? 2. Use a group of pictures of people performing different ethnic celebrations, holidays, or customs. Are these activities that you have seen in our community? Discuss differences and similarities. 3. Read a story about a family whose customs differ somewhat from the general class make-up. Which of these activities are similar to things you or your neighbor do?

Skill (Chart A)	Suggested Grade Level Introduction	Activity
		4. Conclusion Do all people in a community have the same background? Are all people the same? Relate responses to given information on the definition of community as a group with common interests. Can people with different backgrounds and customs live in the same area? If a community is a group of people with common interests, why do you think all of these different people live together? Can they have common interests?
Incorporate a set of positive learning attitudes - withhold judgment until the facts are known (IV, p. 17)	Primary (K-3)	1. As a means of introducing the desert community the teacher might present a series of visuals, one at a time, which depict some of the following. (Add any pictures you have available which show non-stereotypic views of a desert.) desert animals an oasis Bedouin tent community Arab business person oil well desert dweller in heavy attire a modern city 2. At various intervals (every 2-3 pictures), have students record the area the picture represents on a piece of paper. They may come up with several. As the activity proceeds, the teacher should encourage students to modify their ideas in light of new data. How many times did you change your list? Why did you change your ideas? What is desert life like?

Skills (Chart A)	Suggested Grade Level Introduction	Activity
Incorporate a set of positive learning activities - recognizing and avoiding stereotypes (IV, p. 17)	Intermediate (4-6)	1. Present the students with the following situations. Situation A: planning a luncheon for parents Situation B: planning a bulletin board display on the community 2. Ask students which of them would volunteer for each situation. Have students give reasons why they volunteered for A or B. Note responses from the class while being particularly attentive to stereotypes. (Ex: "Girls are better with food.") 3. Through teacher-directed questioning, establish what characteristics a good leader for each situation would need to have.
Check on completeness of data and question hypotheses - using simple mathematical and statistical devices to analyze data (II, p. 14)	Intermediate (4-6)	1. Select a type of climate found in the United States. Outline general characteristics of it (avg. annual precipitation, temperature, latitude, elevation, etc.). 2. In a teacher-directed activity, give data for one city or region which is an example of these characteristics. 3. Repeat step 2 using a city which is not an example of this climate type. 4. Present students with a series of six new cities, some of which are and some of which are not typical of that climate type. In presenting the data, give rainfall figures in monthly averages so that students must compute yearly averages. 5. Teachers may wish to repeat the procedure outlined above or devise new activities which encourage the students to conclude that the U.S. has many different climate types. In future activities, the teacher may further reinforce these skills by applying them to the entire Western Hemisphere.

Skills (Chart A)	Suggested Grade Level Introduction	Activity
Locate sources of print and nonprint information - libraries (Readers' Guide to Periodical Literature) (I, p. 12)	Intermediate	1. Define purposes of Readers' Guide. 2. Explain use of Readers' Guide symbolism and abbreviations. 3. Use a page reproduced from the Readers' Guide which includes several entries on a Western European nation to demonstrate methodology. 4. Prepare several other pages of examples that students may use for practice and notetaking. 5. Assign students the task of locating and listing five articles on any of the remaining Western European nations. Teachers can reinforce the links between this skill and the others in the skills charts by requiring that pupils find and make use of the information in one or several of the articles.

HOW TO IMPLEMENT THE PROGRAM

A Suggested Procedure

Merely identifying a series of social studies skills will not meet the needs of today's students. No longer is it sufficient to accept the development of skills as a fortunate but unplanned outcome of a content-oriented social studies program. This point is emphasized in this publication by the inclusion of both sequential skills charts and sample skill development activities which use social studies content.

The adoption and implementation of district wide social studies skills development objectives should be a high priority. To achieve success in the skills area, local boards of education, district and building level administrators, supervisors, and teachers need to accept responsibility for making social studies skills a high priority concern.

Rarely is it possible to design and implement a successful program without the positive support of the local board of education and top district administrative and supervisory staff. This precept applies to all schools, small and large. A logical beginning point suggests that the board of education, in cooperation with the administrative staff, emphasize skill development, including those skills which are primarily those of social studies, in the district's statement of philosophy. Once this statement has been accepted as a district goal, skills can be introduced systematically into the social studies program.

This pattern, as followed by several school districts, then provides for the formation of a district wide social studies steering committee, representing all grades and all the district's schools. Often, such a committee will identify a series of specific student skill objectives. These objectives should be achieved by all that district's graduates. Once such terminal objectives have been identified, the district should attempt to determine the extend to which such skills are to be achieved by the end of the elementary, middle, junior high, and senior high school. Also, as skill objectives are formulated, evaluation instruments and processes to determine the extent to which these objectives have been achieved need to be designed or acquired. Implementation of remediation programs designed to assist all students to achieve these various skills is also implied.

As the committee develops such district-wide programs, administrators, teachers, and parents at the individual building level should organize to stress the every day development of social studies skills. The building principal or curriculum coordinator may delegate the responsibility for creating a skills program to a small group of teachers, a group representing all grade levels, a subject supervisor, or he or she may accept the responsibility. However, some individuals or a group within the school should accept the responsibility of reviewing the social studies program and determining how those skills identified at the district level can be integrated into a revised social studies program. Such a process might include reviewing currently used materials and practices, planning or conducting inservice education activities, developing revised learning activities, securing new materials, writing new unit and lesson plans, formulating different student objectives, and developing or acquiring different types of assessment instruments.

The above describes a district wide management system for the teaching of social studies skills. In some school districts, this task might be impractical. In such places, an adaptation of that system might be made by grade blocks (K-3, 4-6, etc.) or by individual school building administrators and/or teachers, especially on the elementary level. In junior high and/or senior high school buildings, perhaps the social studies department will have to accept full responsibility for developing and implementing a skills program. In any case, whatever the organizational approach and whatever the school or community environment may be, a provision should be made for incorporating skills into the social studies curriculum. Whatever the process, it is the responsibility of the local principal and teachers to implement skills development at the classroom level. Neither State publications nor district mandates will result in the development of a successful program at the building level without the positive contributions of teachers, principals, and parents.

Record Keeping

Over the last decade, record keeping has changed from what used to be a very mundane matter. In former times, the pupil was either present, tardy, or absent; either he or she had one numerical or letter grade or

another; he or she either passed or failed. We now have much more enlightened approaches not only to grading, but to record keeping as a means of measuring the progress of an individual pupil and a group. We have long been aware that skills and other competencies are developmental in nature and are acquired by students at different individual rates.

We suggest that you use the skills chart found on pages 12-18 of this publication as the basis for developing your own record keeping form. Not only should the vertical listing of skills be used but also a horizontal line should indicate the level of competency which the individual student has achieved. As skills are cumulative and developmental, so should the form that is used to report such pupil progress.

In 1972, the State Education Department published a guide entitled, Pupil Progress Record Keeping. This guide has served teachers in terms of suggestions and formats for a variety of instructional purposes. There are some parts which may be of particular help in the matter of social studies skills. Adaptation is required and the suggestions in the publication are nothing more than that. For example, the report form which appears on page 37 of the 1972 guide, could be adapted for recording the individual student's progress in social studies skills as has been done in the Thomas J. Watson Elementary School, Union-Endicott Central School District (see p. 37). Kenmore High Schools have used the form on page 38 of this publication for reporting on individual student's performance of skills in specific social studies courses. Unatego Junior-Senior High School developed a form for rating pupils on their achievement in social studies skills. This form lends itself not only to use in junior and senior high schools but also in middle and elementary schools (see p. 39). Lewiston-Porter High School developed the form (p. 40 of this publication) for the purpose of rating pupils on their performance in the area of a single skill: formulating a hypotheses.

Whichever means of record keeping may be used, the importance of such records is to assist in accounting for pupil and program progress. Education is based on a dynamic growth factor; growth or no-growth needs to be noted so as to generate praise, or to institute remedial procedures and, then, praise.

PUPIL _____

	Proficient	Showing Growth	To be Achieved
PROCESS SKILLS			
Logic & system			
Distinctions & associations			
Organizes			
Use of sources			
Use of library			
Report of library			
Report of preparation			
Accurate recording			
SELF-CONCEPT			
Purpose of learning			
Estimates ability			
Independence			
Perseverance			
SELF-DIRECTION & SELF-CONTROL			
Shows interest			
Follow through			
Group participation			
Self-control			
RELATIONSHIP WITH OTHERS			
Sensitivity & respect			
Relating to adults			
Relating to children			
Manners			
ATTENDANCE			
Number of half day absences			
Number of whole day absences			
Number of times tardy			

The Thomas J. Watson Elementaty School - Union Endicott Central School District.

NAME: LAST FIRST MI STUDENT NUMBER HOME PHONE NO. PARENTS NAME

CODE: — INADEQUATE ADEQUATE + SUPERIOR NUMBER INDICATES WEAKNESS CIRCLED NUMBER INDICATES STRENGTH.	American International Behavior	American Political Behavior	American Social Behavior	American Economic Behavior		
LOCATING INFORMATION						
ORGANIZING INFORMATION						
EVALUATING INFORMATION						
ACQUIRING INFORMATION THROUGH READING						
ACQUIRING INFORMATION LISTEN - OBSERVE						
COMMUNICATING ORALLY - WRITING						
INTERPRET PICTURES CHARTS, GRAPHS, TABLES						
WORKING WITH OTHERS						
IDENTIFYING VALUES						
READING SOCIAL STUDIES MATERIALS						
PROBLEM-SOLVING CRITICAL THINKING						
INTERPRETING MAPS - GLOBES						
TIME AND CHRONOLOGY						
COURSE EVALUATION						

READING
SCORES: _____

Kenmore High Schools

SOCIAL STUDIES SKILLS RATING

NAME: _____
SOCIAL STUDIES: _____
TEACHER: _____

5-very effective
1-ineffective

	Quarter	1 2 3 4 5
I. The Process of Inquiring (identifying a problem, hypothesizing, gathering and using information, concluding, and generalizing)	(1) (2) (3) (4)	
Comment:		
II. Research Skills (locating, collecting, organizing, interpreting, and utilizing information)	(1) (2) (3) (4)	
Comment:		
III. Interpretive Skills A. Reading	(1) (2) (3) (4)	
Comment:		
B. Visual	(1) (2) (3) (4)	
Comment:		
C. Map and Globe	(1) (2) (3) (4)	
Comment:		
D. Time and Chronology	(1) (2) (3) (4)	
Comment:		
IV. Communication Skills (speaking, listening, writing, visual, and dramatic expression)	(1) (2) (3) (4)	
Comment:		
V. Social Interaction Skills	(1) (2) (3) (4)	
Comment:		

Unatego Junior-Senior High School
Parents comments are welcome.

Individual Formulation of Hypothesis

STUDENT _____ RATER _____

TOPIC _____ DATE _____

GROUP _____ AM____ PM____

RATING SCALE

4	8	12	16	20
Unacceptable	Below Average	Average	Excellent	Superior

1. Student's hypothesis is stated in a clear, simple and straightforward manner.

4 8 12 16 20

2. Student's hypothesis is a testable statement.

4 8 12 16 20

3. Student's hypothesis demonstrates an insight into the problem or issue.

4 8 12 16 20

4. The student's null hypothesis demonstrates the student's understanding of the concept of the null hypothesis.

4 8 12 16 20

5. Student's questions for consideration are stated in a manner which will assist in the acceptance of the hypothesis or null hypothesis.

4 8 12 16 20

TOTAL POINTS _____

Lewiston-Porter Senior High School

A DIAGNOSTIC AND REMEDIAL APPROACH TO TEACHING SOCIAL STUDIES SKILLS

The skills described in this publication should be introduced and continuously reinforced at the primary and intermediate grade levels. In grades seven through twelve, students should practice and continue to use such skills and other skills that require higher cognitive operations. If pupils are deficient in certain skills, appropriate remediation programs should be provided.

At each level, elementary and secondary, there is a variety of commercial material available in the area of social studies skills development. Such materials should be adapted for use in individual school districts.

Teachers and curriculum coordinators can establish a bank of practice exercises and activities, at various levels of achievement, that have been effective in introducing, reinforcing, and practicing social studies skills. A bank of items could be reproduced and placed in looseleaf binders accessible to all teachers. Constant use and reuse of a skill or skills is the only sure way in which to assure that students will acquire such a skill or skills. Obviously, coordination with other subject areas such as science and language arts will contribute to the reinforcement of various skills in all areas and to the ultimate benefit of all students.

The school district needs to make a commitment to achieving a skills performance level which assures that all students will be given an opportunity to succeed in reaching their level of ability. Such a commitment can sometimes be expressed in a goals statement agreed to by all parties concerned in a district's educational mission. A goals statement such as the following provides a base for such a commitment:

> "It is the goal of the Greece Central School District social studies program to provide our students with the <u>necessary skills</u> to build their futures as informed, responsible, participating citizens in society through an understanding of the theories, objectives, and concepts of the social sciences (anthropology, economics, geography, history, political science, and sociology).

"In order to fulfill this goal, our students must have basic knowledge of the:

- Social, economic, and political forces which impact their lives
- Development of their culture and other cultures which together shape the expanding world community
- Processes by which problems are solved and decisions are made
- Social sciences in order to pursue individual future goals"

A goals statement allows for both program and instructional directions encouraging a skills base for the social studies curriculum along with State and local content mandates or decisions. Only in such a context can diagnostic and remedial programs exist. Such a commitment would call for an effective testing and assessment system which would provide for continuous information about individual students and program performance.

Examples from a K-6 Basic Skills Diagnostic Test

Several projects operating in New York State have developed assessment/diagnostic instruments. The example which follows presents questions which measure skills development at various levels of difficulty. This material was developed by the North Syracuse Central School District.

The first instrument is based on very simple, specific objectives clearly spelled out. The three sets of objectives used here deal with:

1. Map and globe skills (50101-07)
2. Time and chronology (50201, 50206)
3. Information discovery skills (50501-06)

These are followed by objective diagnostic test items corresponding to the objectives. The relation between the two is clear, and when the student misses an item, it clearly calls for someone to discover the deficiency involved. If this instrument is used in a pre- and post-test fashion at the beginning and end of the year, several observations may be possible.

1. Students have individually increased or decreased in skill proficiency.

2. If many students have missed an item, either the objective and/or the objective item needs to be reexamined.

SIXTH GRADE SOCIAL STUDIES BASIC SKILL OBJECTIVES

Map and Globe Skills

50101 Given a location near the equator, to identify the likely climate of that location.

50104 Given the equator as the reference point on a map projection, to determine the cardinal direction of a specific location from the equator.

50107 Given a map, to identify a land mass as a continent.

Time and Chronology Skills

50201 Given the date of an event, to identify its century.

50206 Given a significant event in the development of civilization, to identify the approximate century of that event from a timeline.

Information Discovery Skills

50501 Given a specific need for general information, to identify the encyclopedia as a general source for that information.

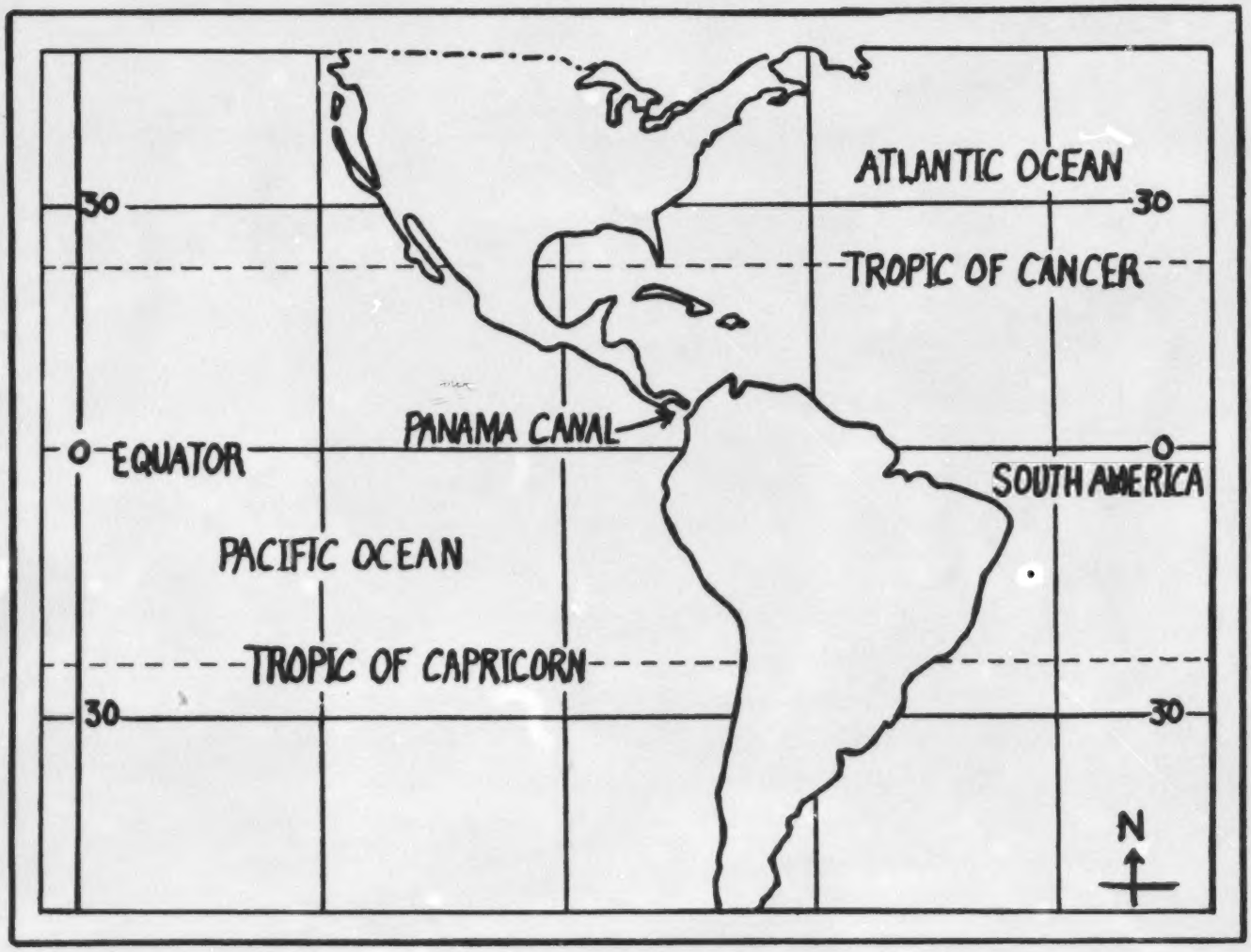
50502 Given a specific author's name, to identify the correct drawer of a card catalogue center by its alphabetical label.

50503 Given a list of several daily features of a newspaper, to identify the newspaper as the source for those kinds of information.

50505 Given the need to locate a specific city, to identify an atlas as the best source of information.

50506 Given a book which is an autobiography, to recognize that the author is one and the same as the subject of the book.

Questions 1-3 on page 45 refer to the following map.



1. 50101

(Note: Reference numbers refer to objectives on p. 43.)

Find the Panama Canal on the map. Which climate is likely to exist here?

A. Desert
B. Polar
C. Tundra
D. Tropical Rainy

2. 50104

Find the United States on the map. What direction is it from the equator?

A. West
B. East
C. South
D. North

3. 50107

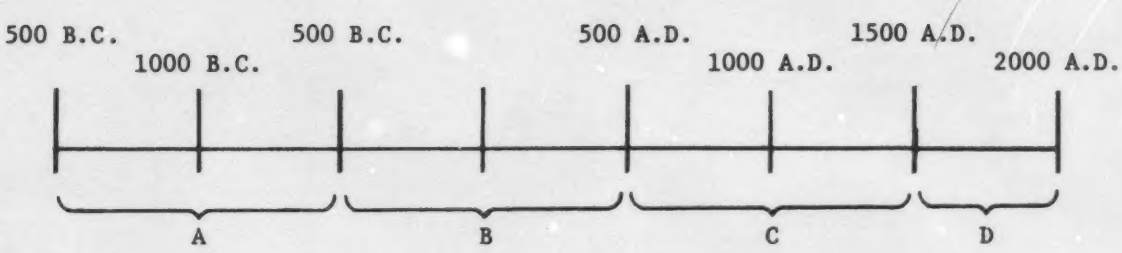
The two large land areas on the map are called?

A. Hemispheres
B. Continents
C. Nations
D. Polar Zones

4. 50201

In 1898 the United States and Spain fought the Spanish-American War. During what century was the Spanish-American War fought?

A. 1898
B. 17th
C. 18th
D. 19th



9. 50206

Study the time line above. During which time period did people begin to use such things as steel, factories, and electric power?

A. A
B. B
C. D

10. 50506

Eleanor Roosevelt wrote an autobiography. What best describes what she wrote?

A. An editorial for a newspaper
B. A book about her life
C. A book about her husband's Presidency
D. A newspaper column

11. 50501

If you wanted to get some general information about the background of a former president of the United States, where would you look?

A. A novel
B. An encyclopedia
C. An atlas
D. A daily newspaper

12. 50502

You want to find a book on the subject of immigration. In which drawer of the card catalogue would you look?

A. Ba - Bu
B. Hu - Io
C. Ip - Ju
D. Pe - Pl

INSIDE TODAY

Comics.....11
Crossword Puzzle.....11
Death Record.....14
Editorials.....4
Family Living.....8-9
Markets & Business.....27 thru 29
Morning's Mail.....4
Radio & Television.....26
Sports.....21 thru 25
Syracuse News.....6-7-10-12
13-14
Theaters.....10

COLUMNS

Jack Anderson.....5
Bridge.....11
William F. Buckley.....5
Dear Abby.....9
Dixon Horoscope.....11
Evans & Novak.....4
Dorothy Newer.....29
Victor Riesel.....5
Strength for the Day.....6
Tell Me Why.....10

13. 50503 The box above is an example of

A. What might be found in a daily newspaper
B. An index of a textbook
C. What might be found in a weekly news magazine
D. A typical television news show

14. 50505 Is the city of Amarillo located in the United States or Mexico? The easiest way to find out would be to look in

A. a world atlas.
B. the dictionary.
C. a book about the history of Mexico.
D. a book entitled Cities of Tomorrow.

Example of Diagnosing Through Observation

The second example is an observational instrument to be used by a teacher in evaluating a student's ability to perform as a member of a group. This instrument has been adapted from one prepared by the Social Studies Department at Lewiston-Porter Senior High School.

THE STUDENT AS A GROUP MEMBER

STUDENT _____ RATER _____

TOPIC _____ DATE _____

GROUP _____

PART I

RATING SCALE

1	2	3	4	5
Unacceptable	Below Average	Average	Excellent	Superior

1. The student states ideas clearly.

1	2	3	4	5

2. The student listens critically and thoughtfully to others.

1	2	3	4	5

3. The student displays openmindedness.

1	2	3	4	5

4. The student displays leadership.

1	2	3	4	5

5. The student is able to compromise when appropriate.

1	2	3	4	5

6. The student is an effective contributor to the group decision-ma ıg process.

1	2	3	4	5

7. The student displays a willingness to work and share ideas with others.

1 2 3 4 5

8. The student is able to relate to others in a cooperative, human, manner. Not cold and aloof.

1 2 3 4 5

9. The student demonstrates a willingness to accept criticism of ideas and experience setbacks without becoming upset.

1 2 3 4 5

10. The student is task-oriented.

1 2 3 4 5

GENERAL ASSESSMENT (DIAGNOSIS):

POSSIBLE REMEDIAL ASSISTANCE:

This instrument calls for individual analysis. The greater the number of group experiences a student has, the greater the likelihood that the student may improve in any of these areas. However, when a student persistently falls below average in one area or another, certain remedial steps might need to be suggested.

1. An individual conference with a student may help that student to identify problem areas. Such a personal identification or recognition may be enough to spark awareness and action on the student's part.
2. Teacher notation that a student needs to be given more opportunities for small group leadership.
3. Direct teacher intervention in a small group discussion to help one or another (or the entire group) to recognize more than one or two views, options, or interpretations of some topic.

4. Encourage and practice through role-playing peer relationships of giving and taking criticism.

5. Teacher might spend some time with the entire class (or individual or group) to develop "phrasing skills" when a person wants to disagree or agree with a point. For example:

   ...perhaps if we looked at the problem from...

   ...that is an excellent suggestion, it reminds me of a way that was used...

   ...I wonder if we should consider...

   ...I'm not sure I agree with that statement, do you mean...

   ...We could build on one's idea by...

   ...I hadn't really thought of it just that way...

   and other similar statements that encourage interaction. Teachers should not assume that such discussion skills are a part of everyone's interactional tool kit.

Example of a Diagnostic System

The third diagnostic system is Project PASSS (Project Assessment, Social Studies Skills) published by the State Education Department. This material provides a step-by-step process for assisting teachers and students to identify skills weaknesses and suggests a procedure for establishing a remedial program. If this material is not presently available, write to:

Bureau of General Education Curriculum Development
New York State Education Department
Albany, New York 12234

and request:

Manual for Exercises for Developing Social Studies Skills
Volume I: Model for Investigating Visual Devices
Reading Cartoons

Volume II: Reading Pictures
Reading Graphs and Charts

On the local level, a Title IV-C Project dealing with critical thinking skills at the secondary level has been conducted at the Monroe #2 Orleans BOCES. The objective of the project has been to develop banks of objective questions and sample grade level diagnostic tests dealing with the following critical thinking skills:

comparing and collecting	concluding
classifying	hypothesizing
summarizing	synthesizing
analyzing	sequencing
interpreting	evaluating

The operational definitions which this project has devised to guide its work provide another model to consider. Skills may be classified into the following categories:

Group agreement on skills
Developing operational definitions
Construction (or finding) of objective test items
Field testing of items
Reevaluation and reworking of items
Development of pre- and post-tests for individual grade levels by drawing from the bank

When this project becomes validated, its model and materials will be available to any district wishing to replicate them. Other information about the project may be obtained by writing to: Dr. Orrin Bowman, Monroe 2-Orleans BOCES, 3599 Big Ridge Road, Spencerport, NY 14559.

Commercial Materials

Commercial publishers provide separately, or accompanying their own programs, diagnostic or other test materials which can be adapted. This procedure is particularly true of map and globe companies. One example of this type of service is the criterion-referenced test, Map and Globe Skills Diagnostic Test, published by Nystrom. This test could also be used as a post-test at the end of the sixth grade forming the basis for remediational recommendations for entrance of students into the junior high school.

MONITORING A SKILLS PROGRAM

The skills described in this publication are recommended to be introduced and practiced in the primary and intermediate grade levels. In ideal circumstances, the middle school/junior high school grades would assume the role of assessing the skills and remediating for deficiencies. In such a scheme, grades 9-12 would perform the necessary functions of providing time for constant practice and refinement of skills in ever increasing degrees of sophistication. These grade level designations should not be considered rigid, but benchmarks need to be clearly established.

There are two major goals for assessment and remediation: (1) improvement of individual student skills achievement, and (2) evaluation of skills program effectiveness. Remediation must realistically deal with both. Some guidelines include:

1. Specific responsibility for implementation of a skills achievement program should be assigned to a specific individual or committee.
2. If a large percentage of pupils, 15% or more, have not acquired the skill, the total program in all subject areas should be reviewed. Perhaps the problem is in the program and not with the students.
3. Remediation does not necessarily mean the need for additional resources, but may simply mean the use of already existent resources in a different way.
4. At all assessment stages, the instruments and/or exercises should be reexamined. Perhaps the assessment instruments are not valid, which indicates that they are not measuring the instructional objectives. If invalid, other instruments should be identified or developed and used.

A districtwide monitoring committee should meet several times a year to evaluate the program. The committee might conduct a year-end review of those student records in which teachers have indicated skill deficiencies and a review of the skills achievement evaluation report prepared by each teacher. These committee tasks might also be accomplished by a teacher team during the summer. This team could provide an analysis of the records as well as devise a remediation program to assist all teachers the following year.

Skills are best taught in a functional context. For example, students who are being taught how to read graphs do best when they have experience in reading graphs in a content area such as social studies. However, in addition to the social studies content goal, students have to be given instruction and guidance in the reading of graphs. If students are not given such help, they may perform the skill incorrectly thereby reinforcing incorrect responses. Any remedial program in social studies skills should recognize that such skills are not acquired incidentally but require a systematic, instructional approach. Also, students need to be given constant practice in using the skill. Such experiences are necessary to enable students to become proficient in that skill.

Suggestions for creating remedial programs in social studies skills include the following.

1. In the majority of school districts, remedial type programs will have to be developed for a group of students needing such instruction. Obviously, such a program will incorporate activities to provide for individual students' interests and abilities.
2. Classroom teachers should accumulate a bank of effective remediative activities and strategies and share these with other teachers.
3. Teachers should recognize that there are some excellent commercially prepared materials available for use in a remedial program. New guides do not necessarily have to be prepared by teachers, but ways of using and adapting commercial materials need to be identified.
4. Some schools have found peer teaching to be effective. However, such an approach still requires close monitoring by the classroom teacher.
5. In developing a remedial approach, it is important that the individual teacher work not only with teachers on a particular grade level but on all grade levels. Also, if the school has a departmental organization, it is important that social studies teachers work with teachers in other subject areas.
6. Keep the parents informed of the skills progress of their children. Use a standardized reporting form similar to one of the skills records included in this publication. Parents can be asked to help with skill problems if they know what deficiencies their child has.

FOOTNOTES

[1]June R. Chapin and Richard E. Gross, Teaching Social Studies Skills (Boston: Little, Brown and Company, 1973), p. 22.

[2]Chapin and Gross, Teaching Social Studies Skills, p. 22.

[3]Barbara J. Winston and Charlotte C. Anderson, Skill Development in Elementary Social Studies: A New Perspective (Boulder, CO: Social Science Education Consortium, Inc., and ERIC Clearinghouse for Social Studies/Social Science Education, 1977), p. 51.

[4]Barry K. Beyer, "Teaching Basics in Social Studies," Social Education Vol. 41 (February 1977), p. 96.

[5]Chart C adapted with permission from Skill Development in Elementary Social Studies: A New Perspective, by Barbara J. Winston and Charlotte C. Anderson (Boulder, CO: Social Science Education Consortium and ERIC Clearinghouse for Social Studies/Social Science Education, 1977), pp. 53-75.